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ABSTRACT

The European Centre for the Development of Vocational Training (CEDEFOP) aids the European Commission in encouraging promotion and development of vocational education and training (VET) at the community level. The work program for 1999 document has three sections. In section 1, "Developing knowledge and expertise," 12 projects relate to these themes: promote competencies and lifelong learning, monitor developments in VET in Member States, and serve European mobility and exchanges. In section 2, "Exchange and dialogue: stimulating debate," are the following projects: the study visits program to encourage exchanges of experience and information between experts through visits to Member States; and "Agora" Thessaloniki to provide opportunity for the worlds of research, social partners, and policy development to confront each other. As a partner in policy development, CEDEFOP provides the European Commission, Member States, and social partners with information for discussions. It encourages comparative research and analysis and disseminates information on results through the European Research Directory, a second report (to be published in 2000) on VET research in Europe, and bringing together transnational networks on VET. In section 3, "Keeping people informed: information and dissemination," are CEDEFOP's publications and information services: nonperiodical publications (descriptions of national VET systems and reports on project outcomes); periodicals; Library and Documentation Service; Electronic Training Village; and its Internet site. (Appendixes include medium-term priorities ,1997-2000; information and communication policy; and organization chart.) (YLB)

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CEDEFOP

European Centre for the Development of Vocational Training

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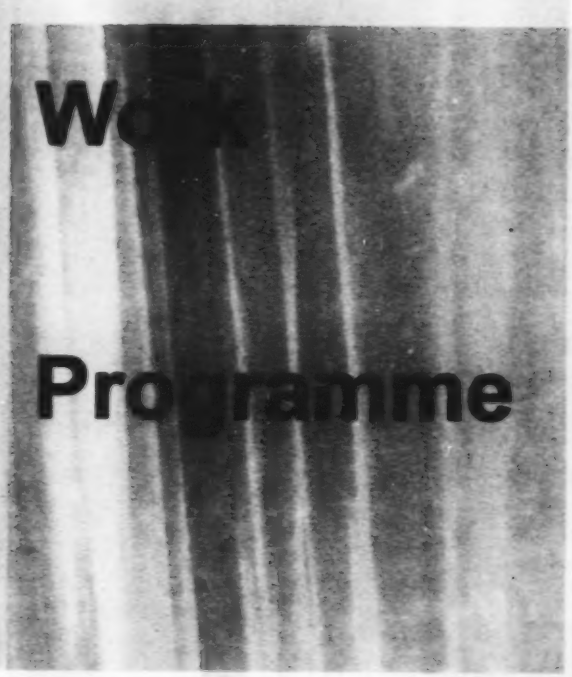

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CEDEFOP Work Programme 1999

approved at the meeting of the Management Board of 11-12 November 1998

Chairman of the Management Board: Jean Tagliaferri
Director of CEDEFOP: Johan van Rens
Deputy Director: Stavros Stavrou

CEDEFOP – European Centre for the Development of Vocational Training
Marinou Antipa 12, GR-57001 Thessaloniki

Postal address:
PO Box 27 – Finikas, GR-55102 Thessaloniki

Tel.: (30-31) 490 111
Fax: (30-31) 490 102
E-mail: info@cedefop.gr
Homepage: www.cedefop.gr
Interactive website: www.trainingvillage.gr

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It should be noted that throughout the Work Programme 1999 references to the European Union (EU) and its Member States apply equally to Norway and Iceland. These two countries participate in the vocational education and training activities of the EU as partners under the agreement setting up the European Economic Area (EEA).

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Introduction

Learning is the key to Europe's future. In a society and economy increasingly based on the use of information, the skills and knowledge of people are a determining factor in future prosperity. Learning is a high priority for the European Union (EU), its Member States and the social partners.

Each Member State has its own traditions and approaches to learning, not least in the area of vocational education and training. But if the pace of technological, economic and social change has made learning more important, it has also made it more complex. Consequently, there is much to be gained from exchanges of information and experience between those involved in vocational education and training at all levels. Such exchanges can stimulate debate, generate new ideas and promote improvement in vocational education and training systems to ensure that they meet modern needs.

The **European Centre for the Development of Vocational Training (CEDEFOP)** was set up to assist the European Commission in encouraging, at Community level, the promotion and development of vocational education and training, and to contribute to the work of the Member States and the social partners, through the promotion of exchanges of information and the comparison of experience on issues of common interest.

Aims of CEDEFOP

CEDEFOP aims to be a point of reference providing policy-makers and practitioners, at all levels in the EU, with information to promote a clearer understanding of developments in vocational education and training, and so enable them to take informed decisions for future action. CEDEFOP also aims to stimulate researchers to identify trends and to promote research into themes relevant to policy-makers.

CEDEFOP activities in 1999

CEDEFOP's activities take forward the three major themes in its medium-term priorities for the period 1997-2000 (see Annex I), agreed by its Management Board. These themes are:

- promoting competences and lifelong learning;
- monitoring developments in the Member States; and
- serving European mobility and exchanges.

The activities in the Work Programme 1999 fall under three headings:

- Developing knowledge - outlining the themes and content of CEDEFOP projects and setting out the activities of CEDEFOP's thematic networks;
- Exchanges and dialogue; stimulating debate - covering the Study Visits programme and other activities to promote discussion amongst and between policy-makers, researchers and training practitioners;
- Keeping people informed; information and dissemination - detailing CEDEFOP's information services and dissemination activities.

Each is discussed below.

Developing knowledge and expertise

Twelve projects will be taken forward in 1999. They are listed below under the theme to which they relate. The titles of the projects are shown in bold.

Under the theme ***promoting competences and lifelong learning***, CEDEFOP is monitoring the development of the skills needed to provide a basis for lifelong learning to facilitate integration into the labour market and to enable people to adapt to changing needs. In 1999, under this theme, there are four projects.

Despite their different systems, Members States have the common aim of developing those competences which promote employment and career prospects. Drawing on four transnational projects under the Leonardo da Vinci programme in this field, in its project on **key qualifications and curricular renewal of vocational education and training,** CEDEFOP is examining the different approaches to 'key qualifications' in the EU, how they are identified and how they are learnt and incorporated - in different national contexts - into curricula.

Management and workers in SMEs need a wide range of skills, as they have to deal with many different problems and decisions affecting the financing and organisation of training compared to large enterprises. The project on **learning in SMEs** aims to provide practical support for managers and workers in SMEs. It will examine the role of the various advice and support mechanisms available to SMEs to help them adapt to economic, technological and social change. It will also examine the influence of national and sectoral contexts (including collective bargaining and the participation of workers' representatives) on SMEs and the development of their human resources.

Last year CEDEFOP's work on the **identification, assessment and recognition of non-formal learning** provided an overview of the methods used in Europe and raised the key question of their value. No matter how sophisticated the method, if it is not accepted on the labour market then it is of little practical use. This year, the project will compare private- and public-sector approaches to assessment. It will also examine how vocational qualification standards are set and the approaches of different economic sectors.

The project **skills and the information society** will investigate skill needs arising due to the impact of the increasing use of information and communication technologies on work organisation. It will seek to identify new approaches to future skill-needs analysis and describe developments as to how skill needs are met in different sectors.

Under the theme of ***monitoring developments in vocational education and training in the Member States*** CEDEFOP will report on both general and specific developments in the Member States. In 1999, under this theme, there are five projects.

This year CEDEFOP will complete and update its information on the descriptions of vocational education and training systems and arrangements in the Member States and make it available on CD-ROM. CEDEFOP will also work with Eurydice and the European Training Foundation (ETF) to publish summary descriptions of the initial education and training systems both in the Member States and in the accession States of central and eastern Europe.

Capitalising on and exploiting innovation is essential to ensure that high quality vocational education and training is provided. In 1999, CEDEFOP will continue to support the European Commission in **observing innovation** by helping to identify and disseminate innovative ideas, in particular those developed under the Leonardo da Vinci programme.

To provide a clearer understanding of the patterns and different vocational education and training programmes across Europe, CEDEFOP will continue to work with the European Commission and with Eurostat to improve statistical data in vocational education and training. This year will see the publication of a special **Key Data on Vocational Training in the EU**, on the transition from school to work. In addition, CEDEFOP will work on the development of indicators relating to the effectiveness and costs of vocational education and training.

The question of **financing vocational education and training** and the respective responsibilities of govern-

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ments, enterprises, individuals and the role of the social partners is a subject of much debate. CEDEFOP will contribute to the debate on the type of funding mechanisms used to allocate resources to vocational education and training by providing information on the financing structures for vocational education and training in the Member States. The project will also explore further the relationship between costs and benefits within continuing vocational training activity.

This year CEDEFOP will publish its first **report on vocational education and training policy in Europe**. It will look at policy development at the European level by bringing together the key messages of the European *acquis* in vocational education and training. It will seek to identify the main trends in vocational education and training policy development to take forward the *acquis* and to assess the strengths and weaknesses of policy at European level in addressing the challenges facing vocational education and training.

Under the theme of ***serving European mobility and exchanges*** CEDEFOP aims to improve the understanding of different qualification systems and provide information about mobility. In 1999, under this theme there are three projects.

The project on the **transparency of qualifications** will improve understanding and cooperation in this area through the creation of a European Forum to provide an opportunity for an exchange of information and views. The Forum will support Member States and the European Commission in their efforts to establish permanent and reliable mechanisms for promoting mutual understanding of qualifications. In addition the project will provide an overview of current developments in Europe in the field of transparency and recognition of qualifications and contribute to the dissemination of the work carried out under the Leonardo da Vinci programme.

Mobility is often associated with exchange and placement programmes. CEDEFOP's project **mobility in Europe: support and information** will investigate the long-term effects of transnational placements and the integration of international qualifications into in-company development. It will explore how to promote 'transnational employability' and the development of curricula, vocational guidance and the information needed to support it. It will also analyse behavioural aspects that affect mobility.

Developments in Europe resulting from economic and social change have major implications for the skills needed for the future and the policies needed to ensure that they are acquired. Often, given the pressures of immediate problems, a strategic overview can be overlooked. To provide such a strategic over-

view, in 1999 CEDEFOP will outline **scenarios and strategies for vocational education and training** to encourage debate on the development of vocational training policies in Europe, including the applicant countries.

Contrasting with the project work, which is linked to specific priorities, CEDEFOP's two thematic networks cover the three priority themes, in relation to **trends in occupations and qualifications** and the **training of trainers**. The networks facilitate contact with and between key people and organisations and stimulate discussion and cooperation at European level. They also provide expertise and a means to transfer information, innovation and good practice.

Exchange and dialogue: stimulating debate

CEDEFOP has developed different ways to facilitate discussion of a wide range of vocational education and training issues, including the results of CEDEFOP projects.

The **Study Visits programme** encourages exchanges of experience and information between experts from different backgrounds and countries by enabling them to visit another Member State. There will be more than 750 places on the programme this year, including places for experts from the countries of central and eastern Europe. In the first half of the year, traditional visits, looking at systems and arrangements in particular countries, will be organised. The second half will concentrate on specific thematic workshops. The programme is addressed primarily to vocational training specialists working in public administration and organisations run by the social partners.

The **'Agora' Thessaloniki** provides an opportunity for the worlds of research, social partners and policy development to confront each other with their different points of view. Each year CEDEFOP organises three "Agoras" which bring together some 30-50 participants from the EU Member States. Participants represent researchers and academics, policy-makers, employers and employers' organisations, and employees and trade union representatives. Each 'Agora' focuses on a particular theme and provides researchers with feedback from social partners and policy-makers on the impact of the research, while social partners and policy- makers have the opportunity to consider the implications of research for their policies.

As a **partner in policy development,** CEDEFOP will continue to support the European Commission, the Member States and the social partners, by providing information for their discussions. In 1999, particular attention will be given to identifying and responding to the specific needs of the social partners. CEDEFOP will continue to try to improve contact and cooperation with other organisations, especially Eurydice, the European Training Foundation and the OECD.

In providing **support for research cooperation,** CEDEFOP will encourage comparative research and analysis and disseminate information on results through the European Research Directory, which provides summaries of vocational education and training research being carried out in the Member States, through preparation of the second report on vocational education and training research in Europe, and through bringing together different transnational networks on vocational education and training to exchange information and experience.

Keeping people informed: information and dissemination

CEDEFOP's information and communication policy aims to provide a balanced range of information services and publications, in electronic and hard-copy form, to a wide audience. CEDEFOP's non-periodicals include descriptions of national vocational education and training systems, as well as reports on the outcomes of CEDEFOP's project work.

CEDEFOP has two **periodicals. The European Journal for Vocational Training** appears three times a year in German, French, English, Spanish and Portuguese and publishes the results of transnational research and information on developments in vocational education and training with a view to stimulating debate, from a European perspective, amongst and between policy-makers, researchers and practitioners in Europe. In 1999 the Journal will be restyled. Each issue will no longer cover one specific theme (although the occasional single-theme issue may be published) and instead will treat a range of different topics in each issue.

The second periodical, the **CEDEFOP Info,** also appears three times a year in German, French and English and provides - free of charge - information on developments in vocational education and training in a newspaper format.

CEDEFOP's information service is supplemented by its **Library and Documentation Service**, which provides information to CEDEFOP's partners, clients and staff on a wide range of questions on vocational education and training. Since 1998 the **'Electronic Training Village' (ETV)** has become a central platform to promote exchanges of information and discussion between vocational education and training specialists. The ETV promotes the exchange of information through on-line forums, conferences and directories.

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The ETV provides structured access to information databases on vocational education and training and provides village 'residents' (registered users) with a selection of topics on which they can receive information as soon as it is available. The village has (in November 1998) around 1500 residents and in 1999 it is intended to increase this further and develop the services provided. In addition, CEDEFOP's **Internet site** provides more general information for a larger public and practitioners in a wide range of languages. During 1999, the site will be developed to provide information in more EU languages.

Conclusion

The work programme for 1999 is again a challenging one. It reflects the ambition of CEDEFOP to make an impact on the development of vocational education and training policy and practice through work of high quality and relevance to its partners.

Foreword

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CEDEFOP's work programme for 1999 is again an ambitious one. This year CEDEFOP will undertake twelve projects to deepen our understanding of developments in key areas of vocational education and training across the European Union. Through its networks it will bring together a wide range of expertise and facilitate the exchange of information, experience and good practice. CEDEFOP will stimulate debate amongst and between policy-makers, researchers and practitioners from different backgrounds and with different experience and responsibilities, not just from the European Union, but also from central and eastern European countries. CEDEFOP will also support comparative research in Europe to enable informed decisions to be made about the future development of vocational education and training.

All of these activities will be supported by a comprehensive information service and a wide range of publications, which are being developed to exploit more effectively the potential offered by electronic communication, especially the Electronic Training Village, which is becoming a central platform for vocational education and training specialists.

Although the work programme for 1999 outlines a wide range of activities, those activities seek to provide a coherent approach to the very diverse issue of vocational education and training within the medium-term priorities for 1997-2000. In 1999, CEDEFOP will undertake an assessment of its performance, move to a new building and work to become the reference centre for information on developments in vocational training in the European Union.

By serving the information needs of its partners and clients CEDEFOP is seeking to have a positive impact on the development of vocational education and training, and contribute towards a Europe of knowledge.

Johan van Rens
Director

Jean Tagliaferri
Chairman,
Management Board

Foreword

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Objectives of CEDEFOP

The European Centre for the Development of Vocational Training (CEDEFOP) was set up as a non-profit-making institution, independent of the services of the European Commission, by Council Regulation No 337/75 of 10 February 1975, with 'the objective of assisting the Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training' (Article 2).

To that end CEDEFOP contributes, through its scientific and technical activities, to promoting the exchange of information and the comparison of experience ('in particular, on issues which are common to the training systems of the Member States'...). In its activities CEDEFOP takes into account 'the links between vocational training and the other branches of education.'

CEDEFOP seeks to provide an interface between research, policy and practice, in order to:

- enable the Commission and others involved in vocational education and training, including decision-makers in the Member States and social partners organisations, as well as practitioners at all levels, to have a clearer understanding of the developments taking place across the EU and to draw conclusions for future action; and
- to stimulate scientists and researchers to identify trends and future questions, and to promote research into themes of relevance to policy-makers.

The Framework

Main tasks of CEDEFOP

The main tasks of CEDEFOP are to compile selected documentation and information, to contribute to the development, coordination and dissemination of research, to encourage and support any initiative likely to facilitate a concerted approach to vocational training problems, and to provide a forum for all those concerned. In taking forward these tasks, CEDEFOP's work has three main characteristics:

- **analysis** of data, including the results of research undertaken in the Member States and at European level, which highlight developments in vocational education and training;
- **exploitation** of information and research undertaken by the Members States and in the context of European Union (EU) training programmes; and
- **dissemination** of information by means of a wide range of contacts and networks throughout Europe.

and through conferences, seminars, as well as documentation.

CEDEFOP's work is a combination of projects, focusing upon specific issues, and a range of other time-limited ongoing activities, such as its thematic networks, the Study Visits programme, and the Publications, Documentation and Library Services.

All CEDEFOP's activities are set in the context of its **Medium-term Priorities (1997-2000)** and aim to impact upon both training policy and practice. The medium-term priorities (1997-2000) are listed in Annex I.

CEDEFOP is administered by a Management Board of 48 members: 3 appointed by and representing the European Commission, and 45 members representing Member States' governments, employers' organisations and trade union organisations. UNICE, the CEEP, and the ETUC, as well as Norway and Iceland, have observers on the Board.

The financial operations of CEDEFOP are subject to the financial provisions contained in Council Regulation (EEC) No 1416/75 of 1 June 1975, and to the decisions for implementing these provisions adopted by the Management Board. CEDEFOP's statements of revenue and expenditure for each financial year are examined by the Court of Auditors. The Budget and its annual discharge are filed by the Budgetary Authority.

Policy context

The policy context for CEDEFOP's work is set out in a range of instruments, in particular:

- Article 127 of the EC Treaty, which provides for a Community vocational training policy to support and supplement actions in the Member States.

- The Leonardo da Vinci programme (Council Decision 94/819/EC establishing a programme for the implementation of a European Community vocational training policy), which provides a common framework of objectives for European Community vocational training policy and supports pilot projects, exchanges, and surveys and analyses to promote innovation in training policy and practice. The Centre has a general role in supporting the Commission in the implementation of the programme (Article 8). It has a specific role in terms of: the transnational exchange of experts and study visits for training experts (Strand III 3b of the programme); and in cooperating in surveys and analyses on promoting transparency and understanding of vocational qualifications (Strand III 2a).

- The European Commission's White Paper on education and training, 'Teaching and Learning: Towards the Learning Society', which provides proposals for action to stimulate change in vocational educational and training policy.

- The four priorities adopted by the Social Dialogue Working Group on Education and Training namely, vocational guidance, lifelong learning, financial resources and qualifications, as well as the social partners' agenda for vocational education and training for the coming period.

- The European Commission Green Paper 'Education - Training - Research, the obstacles to transnational mobility'.

- The European Commission's 'Agenda 2000', places a high priority on education and on training to develop knowledge and to modernise employment systems.

- The European Commission's Communication 'Towards a Europe of Knowledge', which sets out guidelines for future Community action in education, training and youth for the period 2000-2006. The Communication proposes the gradual construction of a European educational area that emphasises the continual development of knowledge, the enhancement of European citizenship, and the development of employability through the acquisition of competences. To achieve this the Communication sets out three objectives for future action namely, increasing access to Europe's educational resources, innovation in education and training, and the dissemination of good practice. The objectives are supported by six major types of action: physical mobility, virtual mobility, cooperation networks, the promotion of language skills and the understanding of different cultures, innovation, and the development of the Community as a source of reference.

- The conclusions of the European Council at Amsterdam, which stressed that priority be given to the development of vocational and social skills to facilitate the adaptation of workers to changes in the labour market.

- The four pillars of the European Employment Strategy - employability, entrepreneurship, adaptability and equal opportunities - which give a key role to vocational education and training measures.

- The proposed guidelines for 1999 for the European Employment Strategy, which underline the importance of lifelong learning.

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- The European Commission proposals on the new Leonardo da Vinci programme, which offer CEDEFOP an opportunity to contribute as 'Reference Centre for a Europe of Knowledge' to its success along the lines of the proposals in CEDEFOP's publication 'Reflections on a Europe of Knowledge'.

- As with the Leonardo da Vinci programme, 1999 will be a transitional year for CEDEFOP. CEDEFOP will work with the European Commission to capitalise as much as possible on the results of the first Leonardo da Vinci programme and prepare its contribution to its successor. The social partners in their joint opinion on the new programme have already commented that CEDEFOP should be involved in the new programme. CEDEFOP has already outlined proposals on how it can play an important role in supporting and disseminating innovation and good practice in the new Leonardo da Vinci programme in its paper 'Reflections on a Europe of Knowledge'.

- As in 1998, CEDEFOP will work not only with the European Training Foundation (see below) but with the other decentralised agencies on projects of common concern, such as health and safety and training with Bilbao and Dublin, and on curricular development and combating racism and xenophobia with the new Vienna agency.

Central and eastern European countries (CEECs) and cooperation with the European Training Foundation (ETF)

CEDEFOP's medium-term priorities for 1997-2000 emphasise the need to strengthen reciprocal exchanges of information and cooperation with the European Training Foundation (ETF).

Cooperation between CEDEFOP and the ETF aims to create and facilitate synergy and make the best use of their joint expertise and the know-how of the European Union for the benefit of the Member States and the central and eastern European countries (CEECs). The lines of cooperation between the two agencies were agreed and formulated in the 'ETF and CEDEFOP cooperation programme' of July 1997.

Cooperation with the ETF is well developed and the joint activities carried out over the last two years have been assessed. The descriptions of the various activities in the work programme 1999 indicate where the ETF is specifically involved. An overview of this activity is given in Annex IV.

The Framework

Also in line with the 'ETF and CEDEFOP cooperation programme', CEDEFOP is exploring how increased cooperation with the CEECs should develop in the interim period leading up to the enlargement of the European Union. It is clear that the intensity of our pre-accession activities ('Institution Building') will largely depend on the resources allocated to these activities by the ETF and the acceding countries. This is even accentuated by the fact that CEDEFOP will have the same budget in 1999 as in 1998.

A new building, new priorities, a new phase

Against the background of a changing policy context, the year 1999 will be especially important for CEDEFOP. The new year will see the opening of CEDEFOP's new building in Thessaloniki. In addition, during 1999 CEDEFOP will seek to:

- organise an external assessment of its internal management and its external impact;
- propose new medium-term priorities for the period 2000-2003;
- develop a three-year rolling work programme with annual decisions;
- establish itself as an indispensable source of reference and an active partner;
- serve policy-makers (including the social partners), researchers and practitioners.

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Work Programme 1999

CEDEFOP

Introduction to the work programme 1999

The work programme for 1999 is set in the context of the medium-term priorities 1997-2000 (see Annex I), agreed by the CEDEFOP Management Board, which set out three priority themes:

- promoting competences and lifelong learning;
- monitoring vocational education and training developments in the Member States; and
- serving European mobility and exchanges.

All of CEDEFOP's activities focus upon taking forward these three themes.

The Work Programme 1999 is divided into three sections:

- developing knowledge and expertise - outlining the themes and content of CEDEFOP projects and setting out the activities of CEDEFOP's thematic networks;
- exchanges and dialogue; stimulating debate - covering the Study Visits programme and other activities to promote discussion amongst and between policy-makers, researchers and training practitioners; and
- keeping people informed; information and dissemination - detailing CEDEFOP's information services and dissemination activities.

The proposals in the work programme 1999 are based on the budget for operational activities in 1999, which is outlined in Annex II.

Developing knowledge and expertise

This section describes the main aims and expected outcomes of CEDEFOP projects and the activities of its thematic networks in 1999. The projects are centred around the three themes in the medium-term priorities.

Each project is carried out in the framework of these priorities. The contact for each project is given.

The thematic networks cover all three priorities as they apply to a specific field. The aims and the activities of the networks and how they relate to other CEDEFOP activities are outlined.

1. PROJECTS PROMOTING COMPETENCES AND LIFELONG LEARNING

To take forward this priority theme in 1999, CEDEFOP will examine four related issues. They are the development of key qualifications and key/core competences and curricular renewal, learning in small and medium-sized enterprises (SMEs), the identification, assessment and recognition of non-formal learning, and the consequence of the information society especially for competences and qualifications.

Key qualifications and key/core competences are seen as essential to enable people to adapt to change throughout their working life and to encourage lifelong learning. However, the concepts behind them differ across the EU and have influenced the development of curricula in different ways. To support the work started during the Austrian presidency (1998) towards key qualifications and key/core competences, CEDEFOP is seeking to clarify further the different concepts to provide a clearer understanding of the ways in which key qualifications and key/core competences are integrated into curricula and taught.

CEDEFOP will also examine learning in SMEs. Constant change means that management and workers have to solve problems of which they have no previous experience. Through this project CEDEFOP aims to help SMEs to cope with changing economic, financial and cultural circumstances in practical ways.

In the area of the identification, assessment and recognition of non-formal learning, work experience and other learning acquired outside formal education and training systems is of growing importance to enterprises and individuals. There have been a number of initiatives in recent years to increase its visibility. CEDEFOP has already provided an overview of initiatives under the Leonardo da Vinci programme to encourage an exchange of views and to identify good practice, and it plans to stimulate further discussion in this area.

The project on skills in the information society builds on earlier CEDEFOP work. It will exploit development and research undertaken at national level. The pedagogical aspects of competence development will have priority.

The results of these projects will provide valuable insights into ways to promote competences and lifelong learning. The aims and expected outcome of each of the projects under this priority is outlined below in more detail.

1.1 KEY QUALIFICATIONS AND CURRICULAR RENEWAL OF VOCATIONAL EDUCATION AND TRAINING

Priority

- identifying and encouraging the acquisition of core/key skills and qualifications.

Aim

- to provide an overview of the main European approaches to promoting 'key qualifications', 'key/core competencies' and 'key/core skills' and an insight into patterns of curriculum development in recent European transnational projects;
- to strengthen understanding of 'generic' skills in working life and how the formal education and training system addresses the issue of 'generic' skills;
- to provide more systematic support for European transnational projects to promote synergy between related projects;
- to support dialogue between researchers and policy-makers through a follow-up to the Austrian presidency conference held in July 1998, and support for the German and the Finnish presidencies.

Background

This project has studied the different approaches to 'key qualifications' by following four related surveys in this area launched under the Leonardo da Vinci programme, and it has encouraged exchanges between the support, dissemination and the capitalisation of the research results. This work is linked to the activities of the ETF to promote the development of key qualifications in central and eastern Europe.

In 1998 a sub-project was launched to study the concept of 'generic skills' (which should be considered as one of the common denominators of the main concepts 'key skills', 'key/core competences', 'key qualifications'). New challenges for curriculum development posed by the need to incorporate 'generic skills' (e.g. problem-solving, communication and team-working) have been examined by looking at two sectors (the chemicals and tourism sectors).

Expected outcomes and timing

- a **publication** on European approaches to promoting 'key qualifications' and curriculum-related renewal of vocational education and training provision, to be produced by December 1999;

- a **document** will be published in January 1999 to launch a discussion on developments in this area and to prepare for the future main publication;

- **a report** on generic skills in curricula for the chemicals and tourism sectors to be published in autumn 1999.

Main target audience

- researchers (in particular in cooperation with the VETNET, FORUM and EUROPROF networks, which are supported by the Leonardo da Vinci programme);

- curriculum planners;

- teachers, educators and trainers of VET professionals (in particular in cooperation with the EUROPROF network and TTnet (see 4.2);

- policy-makers and developers of VET provision.

Method

- analysis and interpretation of national and European trends, drawing on the conclusions of the Austrian presidency conference 'Development of Qualifications and Competences' (July 1998);

- CEDEFOP will develop closer links with the VETNET, FORUM and EUROPROF networks as major partners in planning activities to capitalise on research results;

- to analyse 'generic' skills, contact (with involvement of the relevant Management Board members) will be made with curriculum planners, policy-makers and researchers in the chemicals and tourism sectors in the countries selected;

- close links will be maintained with the project on the identification, assessment and recognition of non-formal learning (see 1.3) and with the project on the information society (see 1.4);

- information will be exchanged with the ETF project on 'core skills'.

Dissemination

- discussion materials will be available in a document, in articles in the European Journal (see 6.1) and via electronic media (for example CEDEFOP's Electronic Training Village (see 6.3));

- dissemination and analysis will take place through the VETNET, FORUM and EUROPROF networks (mainly at the European Conference on Educational

Research in September 1999 and at a symposium of the VETNET network in spring 1999);

- the publication on European approaches to promoting 'key qualifications' will be available and disseminated through CEDEFOP's Electronic Training Village (see 6.3);

- the possibility will be explored of linking dissemination activities (in particular through electronic media) to the preparation of some major events, seminars and conferences to be staged during the German and Finnish presidencies.

Contact: Pekka Kämäräinen, Barry Nyhan, Owe Liljefelt.

1.2 LEARNING IN SMALL AND MEDIUM-SIZED ENTERPRISES

Priority
- reporting on developments in new occupations and job profiles in all areas of job growth.

Aim
- to examine how SMEs can be supported to cope with changing economic, financial and cultural environments, through the identification and analysis of a support structure in the EU Member States;

- to contribute to SME owners'/managers' and workers', skills and develop their ability to cooperate;

- to examine the role of the various actors/counsellors in the process of the modernisation of SMEs;

- to examine the influence of national and sectoral contexts (including collective bargaining and the participation of workers' representatives) on SMEs and the development of their human resources;

- to contribute to the survival effort of many SMEs in their early years through the development of appropriate learning material;

- to support the recommendations of the Business Environment Simplification Task Force;

- to support the European Commission's Communication to the Council on 'Fostering entrepreneurship in Europe: priorities for the future' and the Communication under preparation on entrepreneurial training for SMEs.

Background
This is a reorientation of the CEDEFOP project on SMEs, based on the experience gained of sector training analyses and micro-enterprises' needs, and on the European Commission's priorities concerning human resource development in SMEs.

Expected outcomes and timing
- a **study** on training support structures and alternatives for SMEs;

- identification of best practices for the development of human resources in the light of global competition, by the end of the summer of 1999.

- publication of the study on changing skills in SMEs due to global competition, by the end of 1999.

Main target audience
- associations of SME policy-makers, the social partners; public and private training providers, and the European Commission.

Method
- analysis of secondary literature;

- interviews;

- analysis and presentation of best practice through case-studies;

- information will be drawn from, and exchanged with, the project on financing vocational education and training (see 2.4).

Dissemination
- a conference to be organised jointly with the European Commission;

- information will also be exchanged with the ETF project on 'Integration of work and learning';

Contact: Tina Bertzeletou.

1.3 IDENTIFICATION, ASSESSMENT AND RECOGNITION OF NON-FORMAL LEARNING

Priority
- identifying new methods for the validation/certification of skills and qualifications, including those acquired through non-formal learning systems.

Aim
- to provide an overview of methods for the validation/certification of skills acquired through non-formal learning;

- to facilitate a systematic exchange of ideas and 'good practices' on methods to establish a legitimate institutional basis for them;
- to stimulate debate on the political and institutional support needed to increase acceptance of approaches to validating or certifying non-formal learning;
- to examine methods for the assessment of learning;
- to contribute to the debate on qualification standards in Europe.

Background

The project on 'Identification, validation and accreditation of non-formal learning' was started in January 1997 and will be concluded during spring 1999 through the publishing of a reference publication and an international conference, basically oriented towards policy-makers in this area.

The questions of assessment are becoming increasingly more important in all learning areas, formal as well as non-formal. This might be seen as a general change of emphasis in the area of education and training, towards an output-oriented (competence-based) education and training approach (where what matters is not where you have learned something, but what you have learned). Such a change requires assessment methodologies and practices of high quality which are reliable, valid and legitimate. This is increasingly being understood by the international research community, among policy-makers and in the private sector. CEDEFOP will initiate a project comparing private- and public-sector approaches to assessment.

Furthermore, the debate on qualification standards has been strengthened during the last two to three years. The focus on output-orientated, competence-based education and training may explain this interest. If the final result of a learning process is going to be assessed and validated/recognised, some form of standard or bench-mark has to be agreed. The existing standards (the British NVQ, the Dutch WEB) exemplify some of the challenges in trying to establish standards of this kind. A learning process is currently taking place (several countries have for example used the British NVQ as a model, which raises questions of the transferability of standards); CEDEFOP will contribute to this learning process by focusing on current approaches to qualification standards in Europe. Such a project will also cover the multitude of sectoral approaches in this area.

Expected outcome and timing

- a **synthesis report** in March 1999, on European practices related to the identification, assessment and recognition of non-formal learning;

- a synthesis report on a comparative study of assessment methodologies;

- a synthesis report on a comparative study of vocational qualification standards.

Main target audience
- policy-makers, including the social partners at European and national level and researchers working on methodological and institutional questions related to this issue.

Method
- to examine methods for the assessment of learning, a comparative study based on three separate studies (two private-sector approaches - BMW and Sylvan Prometics - and one public-sector approach) will be initiated;

- in the area of qualification standards, a six-month project will be carried out focusing specifically on the sectoral approach to vocational qualification standards;

- the project 'observing innovation' (see 2.2) will influence CEDEFOP's work in the area of assessment of competences. A working group explicitly focusing on these questions will be established for which CEDEFOP will provide the technical and professional support;

- information will be drawn from, and exchanged with, the project on the transparency of qualifications (see 3.1).

Dissemination
- the results of CEDEFOP's findings will be presented and discussed in a major conference on the accreditation of non-formal learning for policy-makers to be held in spring 1999;

- the possibility will be explored of presenting the work done in the context of European Commission or Member State events (such as seminars and conferences) during the German and Finnish presidencies.

Contact: Jens Bjørnåvold.

1.4 SKILLS AND THE INFORMATION SOCIETY

Priority
- reporting on developments in new occupations and job profiles in all areas of job growth.

Aim
- to report on and analyse results, and suggest main approaches for further research on skill needs in the Information Society;
- to investigate skill needs arising from the increasing use of information and communication technologies and their impact on work organisation;

- to investigate the potential of a sectoral approach in research on skill needs in the information society.

Background
- This project will build upon work done by CEDEFOP on the introduction of information technology in selected sectors. It will seek to identify new approaches needed in future analysis and describe developments as to how new skill needs are met in different sectors.

Method
- pilot studies and analysis of specific, main questions by drawing on previous and ongoing research;

- workshops for researchers involved in the pilot studies;

- working group on defining the framework for the synthesis report;

- involvement with related CEDEFOP projects and activities;

- utilisation of the facilities in the Electronic Training Village to support the pilot studies;

- the main questions and preliminary results from this project can also be highlighted within other, ongoing CEDEFOP projects and networks, when appropriate, e.g. in the project on Scenarios and Strategies for Vocational Education and Training (see 3.3).

Expected outcome and timing
- a synthesis report, based on several pilot studies, will be published at the end of 1999.

Main target audience
- policy-makers, including the social partners, at EU and national level, and researchers.

Dissemination
- the results and reflections on the main questions will be published in scientific and other journals (for example the European Journal (see 6.1));

- the European Commission and the Finnish Presidency might disseminate the results and the main questions in the context of events they are organising.

Contact: Hilde Brodahl

2. PROJECTS MONITORING DEVELOPMENTS IN THE MEMBER STATES

To facilitate the exchange of high-quality information on important developments in vocational education and training in Europe CEDEFOP will work on five projects under this priority in 1999.

CEDEFOP will continue to update its series of descriptions of the systems and arrangements in each of the Member States. Capitalising and exploiting innovation is essential to ensure that vocational education and training is of a high quality and relevant to modern needs. CEDEFOP will support the European Commission in observing innovation, and contribute to the dissemination of innovative ideas.

To provide a clearer understanding of patterns of vocational education training, CEDEFOP will work with the European Commission and with Eurostat to produce a publication on transition between education and working life and the development of indicators on the effectiveness and costs of training, which might also be used in the framework of monitoring the implementation of the European Employment Strategy.

The question of the financing of vocational education and training and the respective responsibilities of governments, enterprises, individuals and the role of the social partners is a subject of much debate. CEDEFOP will contribute to this debate by examining funding mechanisms in the Member States and initiatives introduced to ensure value for the resources invested. The project will also look at incentives to promote investment in training.

In providing information on developments in systems, with a particular focus on innovation and financing, CEDEFOP aims through these projects both to inform and stimulate debate on the future of vocational education and training in the Member States. The first report on European vocational education and training policy will be published and will examine national developments in the light of decisions and objectives at European level. The aims and expected outcome of each of the projects under this priority is outlined below in more detail.

Work Programme 1999

2.1 DESCRIPTIONS OF THE VOCATIONAL EDUCATION AND TRAINING SYSTEMS IN EU AND EEA MEMBER STATES

Priority

- observing Member States' systems, arrangements and innovatory practices.

CEDEFOP

Aim

- to provide high-quality, comprehensive, easily accessible, up-to-date and user-friendly information on vocational education and training systems;
- to provide essential background information for all of CEDEFOP's projects and networks, especially the Study Visits programme (see 5.1);
- to promote the informal networking of contacts in the Member States, as well as links with the documentary information network (see 6.2).

Expected outcome and timing

- **publications** describing the systems in Belgium, Spain, Portugal, Italy and Luxembourg in summer 1999 in three or four languages;
- production of a **CD-ROM** including the descriptions of training systems in the EEA member states (with the exception of Liechtenstein) by the end of 1999 or early 2000;
- a **publication** of summary reports with standardised diagrams on training systems in the EEA countries (with the exception of Liechtenstein) in December 1999;
- the **publication of yearly updates** (including major recent developments) of the descriptions of the training systems including all recent developments;
- in cooperation with Eurydice the **publication 'Structures of the Education and Training Systems'** will be updated. The ETF will be involved, providing information on training in the CEEC.

Main target audience

- policy-makers at EU and national level;
- researchers, directors of training institutions and departments, teachers and trainers, whether they work in public, social partner or private organisations.

Method

- the descriptions will be prepared by authors at national level, selected on the basis of past experience and following consultation with members of the Management Board from the country concerned;
- consideration will be given to introducing into future descriptions the role of foreign-language learning in vocational education and training;
- the process of the annual updating will be an ongoing activity based on contracts with the authors and other appropriate partners in the countries concerned.

Dissemination

- the printed versions, the volume with the summary reports and the CD-ROM will be sold and distributed through the Office for Official Publications of the EC;
- the summary reports (maybe also the descriptions), the annual updates and CEDEFOP's contribution to the publication 'Structures of the Education and Training Systems' will be placed on the Internet and be accessible through the 'Electronic Training Village' (see 6.3) and used among other things for the Study Visits programme;
- the series will be promoted through a publicity leaflet, through the documentary information network, and through vocational training periodicals at both EU and national level and on the CEDEFOP Internet site.

Contact: Michael Adams, Reinhard Nöbauer, Martina Ní Cheallaigh

2.2 OBSERVING INNOVATION IN VOCATIONAL EDUCATION AND TRAINING

Priority

- observing Member States' systems, arrangements and innovatory practices.

Aim

- to support the European Commission in identifying examples of innovation in vocational education and training developed in the context of transnational projects and partnerships;
- to identify innovation within the context of CEDEFOP's own project activities;
- to identify and analyse examples of innovation from all Member States;
- to contribute to the transfer of innovation to policy-makers, social partners and practitioners.

Expected outcomes and timing

- a summary report of **case-studies** providing examples of innovative practice in vocational education and training will be published in the autumn;
- support for the development of an electronic database on innovative practices.

Main target audience

- policy-makers at national level to promote the transfer of innovation, policy-makers at Community level to support the design of new Community programmes;
- practitioners in the areas of the certification, validation and recognition of qualifications, new technologies for training, competence needs, work organisation and competence development;
- researchers, particularly those interested in comparative research and the transfer of innovation.

Method

- CEDEFOP will contribute to the work of expert groups (to be set up in all Member States by the Leonardo da Vinci national coordination units and the European Commission) which will analyse the Leonardo da Vinci projects (led by their country) to identify innovative practices;
- the analysis will be centred around particular themes, for example, transparency, non-formal learning, mobility, etc.;
- CEDEFOP's contribution to the work of the expert groups will draw on work it has carried out in particular under projects on non-formal learning (see 1.3), transparency (see 3.1) and mobility (see 3.2).

Dissemination

- support will be given to the European Commission in its organisation of a series of seminars to disseminate the outcomes of projects and research under the Leonardo da Vinci programme;
- the Study Visits programme (see 5.1) will participate in activities to disseminate and promote information on innovative practice;
- a summary of the research reports of examples of innovation will available in the Electronic Training Village (see 6.3) and an experiment will be carried out to provide access to examples of innovation through the worldwide web;
- the European Research Directory will contain information on innovation within research results (see 5.4);
- synergy will be established with the 'Innovation' activities of the European Training Foundation.

Contact: Roland Loos

2.3 KEY DATA ON VOCATIONAL TRAINING

Priority

- to contribute to the development of classifications in the field of vocational training and of indicators on the impact of training on growth, competitiveness, productivity, salaries and employment.

Aim

- to identify the key questions and outline coherent messages to improve understanding of the phenomena of transition between education and training and working life;
- to develop methodological proposals for the CVTS2, especially on questions related to the effectiveness of in-company continuing training;
- to consider, in collaboration with Eurostat, the possibility of developing opinion surveys on vocational training ('indicateurs mobilisateurs').

Background

For two years DG XXII, Eurostat and CEDEFOP have published the 'Key Data on Vocational Training in the European Union'. This is a general publication to provide policy-makers, researchers and practitioners with basic statistical data on vocational training.

Producing the 'Key Data' has highlighted the lack of performance indicators on vocational training and the need for new statistical information. To try and meet that need a conceptual model was created for developing indicators on training effectiveness. In 1998 the model served as the basis for drawing up two research contracts: the first was for the development of indicators on the effectiveness of initial vocational education and training and vocational education and training for the unemployed; the second was for testing the possibility of using the conceptual model to measure the effectiveness of in-company continuing training.

Expected outcome and timing

- a **common reference publication** with the European Commission (DG XXII and Eurostat) in December 1999, called 'Key Data on Vocational Training in the EU - special edition: transition between education/training and working life';
- a **research report** in December 1999 presenting methodological proposals for the design of a survey on the effectiveness of in-company continuing training and proposals on revising Eurostat harmonised data-collection tools, principally CVTS2;
- a **research report** for consideration by the DGVT and the European working group on education and training statistics on the results of a feasibility study on a European opinion survey on vocational training.

Main target audience

- political decision-makers, including the social partners, at Community and national level;
- researchers;
- the European working group on education and training statistics.

Method

- the work will be carried out in close cooperation with DG XXII and Eurostat;
- the European Training Foundation (ETF) will cooperate with CEDEFOP on various aspects of the project, in particular the Key Data publication;
- the special addition of 'Key Data' will use a methodology similar to the one used for the 'Key Data' published in 1997 and 1998;
- a steering committee composed of experts will be set up to guide the preparation of the publication;
- a panel of volunteer companies, (to be selected following discussions with Eurostat) from five European Union countries, will help to prepare and test the survey and discuss the implications of the results before the survey itself is launched;
- CEDEFOP will actively participate in the various working groups organised by Eurostat to monitor the gathering of data (LFS, VET, etc.), and primarily in the second Continuing Vocational Training Survey (CVTS2) working group, and will supervise the work organised in connection with the Leonardo da Vinci programme aimed at improving the development of data collection tools at European level. Cooperation with the OECD will be stepped up;
- a feasibility study will be conducted into developing an opinion survey on vocational training at European level and a meeting of the representatives of the national statistical offices will be held in Thessaloniki to discuss the results of the study and the possibility of conducting the survey.

Dissemination

- the results of the project and the publication will be disseminated through CEDEFOP's contacts and networks;
- an article will be published in CEDEFOP Info (see 6.1);

- an abstract will be available through the 'Electronic Training Village' (see 6.3.);
- the results of the preparatory work on the survey will be submitted to the working group on the next CVTS2 study;
- an article presenting the results of the preparatory work on the survey will be published in a scientific journal with a European dimension.

Contact: Pascaline Descy

2.4 FINANCING OF VOCATIONAL EDUCATION AND TRAINING

Priority

- analysing the ways in which investment in people is promoted (including expenditure on training by governments, enterprises and individuals, as well as the legal, administrative, financial and fiscal incentives).

Aim

- to inform debate on the type of funding mechanisms currently used to allocate resources to vocational education and training;
- provide information on the financing structures for vocational education and training in the Member States;
- to support Objective 5 'treat capital investment and investment in training on an equal basis' of the European Commission White Paper, 'Towards the Learning Society';
- to contribute to the priority of the Social Dialogue concerning the financing of vocational education and training;
- to further exploration on the relationship between costs and benefits within continuing vocational training activity;
- to seek areas of cooperation with the European Training Foundation on financing training issues.

Background

CEDEFOP's work on the financing of vocational education and training provides information on different aspects of funding suitable for different target groups. In 1997 and 1998, three projects were initiated.

The first is to provide detailed information on how vocational education and training is financed in each EU Member State. Ten financing 'portraits' will be avail-

able at the beginning 1999 (A, F, FIN, DE, DK, E, EL, NL, S, UK) covering the financing of initial and continuing training and training for the unemployed. The second is a series of discussion dossiers and case-studies on certain aspects of financing training. Two were prepared in 1998 relating to human resource accounting and output-related funding in publicly provided vocational education and training. The third takes forward research on the returns on continuing vocational training in enterprises. The work for 1999, therefore, needs to be viewed against this background.

Expected outcome and timing

- **publication** of the remaining five VET financing 'portraits' (B, I, IRL, LUX, P) at various times throughout 1999;
- a **publication** of summaries of the 15 financing 'portraits' (end of 1999);
- publication of a further **three CEDEFOP 'Dossiers'** covering the use of vouchers to fund training, specific funding policies and schemes to support continuing training in SMEs and covering policies that have been introduced to make public-sector training provision more efficient in responding to labour-market needs -to be published in the first half of 1999;
- evaluation of the responses to the questionnaire accompanying the 1998 CEDEFOP report 'Exploring the returns to continuing vocational training in enterprises: A review of research within and outside of the European Union' to establish a forum for a feasibility study to formulate an ongoing project to estimate the returns to continuing vocational training in enterprises by April 1999;
- development of the financing network within the Electronic Training Village (see 6.3).

Main target audience

- policy-makers, including the social partners, researchers at European and national level.

Method

- the projects listed above combine CEDEFOP participation with that of external experts. All external experts are contracted on the basis of their reputation within the respective field;
- cooperation will be established with the OECD and its project 'Financing Lifelong Learning';
- preparation of individual Member State financing portraits employs external national experts with CEDEFOP coordinating the different portraits to ensure a consistent structure and presentation;
- preparation of discussion dossiers combines active CEDEFOP participation with that of a single expert in the field;
- analysing the 'returns' on enterprise continuing vocational training combines external expertise from different fields and countries, with CEDEFOP acting as a facilitator and commentator;
- the involvement of Management Board members will be intensified.

Dissemination

- subscribers to the financing list server on the Electronic Training Village (see 6.3) will be notified of all publications;
- authors of the bibliographical references used in each report are notified;
- printed reports and CD-ROMs will be distributed through the Office for Official Publications of the EC;
- summary reports (portraits and discussion dossiers) will be placed on the Internet;
- publications will also be promoted through the documentary information network and through vocational training periodicals at both EU and national level (portraits) and on the CEDEFOP Internet site;
- on the basis of internal work, CEDEFOP also provides articles for the European Journal (see 6.1) and external journals, conferences and for the Electronic Training Village.

Contact: Sarah Elson-Rogers, Sven Åge Westphalen

2.5 REPORT ON EUROPEAN VOCATIONAL EDUCATION AND TRAINING POLICY

Priority

- observing Member States' systems, arrangements and innovatory practices.

Aim

- to bring together the key messages of the European *acquis* in vocational education and training;
- to identify the main trends in vocational education and training policy development to take forward the *acquis*;
- to assess the strengths and weaknesses of policy at European level in addressing the challenges facing vocational education and training.

2

Background
The medium-term priorities 1997-2000 foresee the preparation of a European report on initial and continuing training policy and developments. There is a need for a report that provides an overview of policy developments from a European perspective, combining qualitative and statistical information. The report will, therefore, outline the European training *acquis* and the key issues it addresses and will examine Member States policies to take the *acquis* forward. It would then look at the extent to which the existing *acquis* addresses major challenges facing vocational education and training in the light of research.

Expected outcome and timing
- a **publication** on European vocational education and training policy, in December 1999.

Main target audience
- policy-makers, including the social partners in the EU and at national level.

Method
- the report will be based on the legislative and non-legislative agreements (including the joint opinions of the social partners);
- the report will draw upon national policy documents such as the national action plans for employment;
- CEDEFOP's experts will contribute to the publication;
- Management Board members will be involved in the preparation process.

Dissemination
- the report will be sold through the sales offices for Official Publications of the EC;
- the report will be accessible through CEDEFOP's Electronic Training Village (see 6.3);
- the reporting series will be promoted through a publicity brochure and through information in periodicals at both the Community and the national level;
- the report and its results and conclusions will be presented in conferences, seminars and other forums.

Contact: Steven Bainbridge, Julie Murray

3. PROJECTS SERVING EUROPEAN MOBILITY AND EXCHANGES

CEDEFOP will take forward this priority through an examination of ways to improve the transparency of qualifications, support information on mobility, and the development of scenarios for vocational education and training policy strategies.

Mobility in Europe has come to be seen as a right. Freedom of movement for Europeans brings new opportunities in the area of vocational education and training, and work for young people and for adults. The challenge is to make the benefits of mobility more generally available. To do this there are a number of obstacles to overcome. There are practical obstacles, including a lack of transparency, linked to the understanding of the skills and competences of someone trained in one Member State by employers and employees in another. There is considerable scope for improving understanding and cooperation in this area in order to support the free movement of labour and the Single Market. Much work has already been done. CEDEFOP will, building on the work in 1998, develop a mechanism to facilitate the exchange of information about skills and qualifications and mobility.

In addition to practical obstacles, there are personal obstacles to mobility. Consequently, the benefits of mobility need to be clearer and more widely understood. CEDEFOP will, therefore, convey the benefits of mobility more clearly.

Developments in Europe resulting from economic and social change, the progress of the Single Market, and the move towards a single currency have major implications for the skills needed for the future and the policies that need to be in place to ensure that they are acquired. Often, given the pressures of immediate problems, a strategic overview can be overlooked. To help to provide such a strategic overview CEDEFOP will publish a series of scenarios, taking into account key factors in economic and social change, to encourage debate, at a strategic level, on the development of vocational training policies in Europe.

The aims and expected outcome of each of the projects under this priority is outlined below in more detail.

3.1 TRANSPARENCY OF QUALIFICATIONS

Priority

- improving the understanding of different certification systems, of the transparency of qualifications and of the barriers to the mutual recognition of

qualifications.

Aim

- to support the Member States and the European Commission in their efforts to establish permanent and reliable mechanisms for promoting mutual understanding of qualifications;
- to provide an updated overview of current developments in Europe in the field of the transparency and recognition of qualifications;
- to support the work within the Leonardo da Vinci programme, thus contributing to the coherence and dissemination of the work being done.

Background

CEDEFOP's 'European Forum' in the area of the transparency of vocational qualifications aims to provide a European meeting point where information and ideas can be gathered and exchanged. The Forum should work on a long-term basis to improve the overview and the consistency of this field. By creating a better overview, the complementarity and efficiency of initiatives can be improved, thus creating an improved basis for political decisions to be made and practical conclusions to be drawn.

Expected outcome and timing

- the functioning of the 'European Forum' on transparency.

Main target audience

- policy-makers, including the social partners, at European and national level.

Method

- consultation with the Directors-General of Vocational Training;
- documentation of specific aspects of the transparency issue (for example, how the problem is approached in certain sectors, or a closer analysis of different methods to promote transparency) to be developed through better links with the various relevant European bodies in this area, the social partners and the Member States;
- the transparency and recognition of vocational qualifications can learn from the experiences of the academic fields and should be complementary to the NARIC network;
- the ETF will be informed of arrangements for the meeting of the Forum and will participate as appropriate.

Dissemination

- the Electronic Training Village (see 6.3) will be used as a working tool and for the dissemination of results.

Contact: Jens Bjørnåvold, Sten Pettersson.

3.2 MOBILITY IN EUROPE: SUPPORT AND INFORMATION

Priority

- contributing to the establishment of an information mechanism on exchange and placement opportunities for young people and adults.

Aim

- to show the benefits of mobility;
- to investigate the long-term effects of transnational placements;
- to analyse how international qualifications can be strategically integrated into the in-company process of qualification and organisation development;
- to promote a European dimension that provides skills to enable individuals to manage, whether they are mobile or not, changes arising from developments at European level;
- improving the understanding of international qualifications and intercultural competence;
- exploring how to promote and develop 'transnational employability', whether in compulsory education, during initial training or in employment and through adult lifelong learning;
- to explore and to investigate the potential of cross-border communication by utilising new information and communication technologies ('virtual mobility'), in enterprises;
- to support cultural mobility in vocational education and training curricula and in vocational guidance through a European dimension providing a greater understanding of the political, economic and other traditions in other Member States and at European level;
- to contribute to the success of the next Leonardo da Vinci programme.

Background

The project is based on the conclusions of a series of feasibility studies launched by CEDEFOP in 1998. The analysis will shift from a traditional predominant labour-

market-oriented approach to curriculum and learning-oriented research. It will examine the demand for the content and development of international qualifications as a prerequisite for increasing international employability.

Expected outcome and timing

- promoting exchange programmes to contribute to setting up an 'information mechanism' supporting mobility;
- assisting the German Federal Ministry of Education, Sciences and Research (BMBF) to organise a special 'Mobility Workshop' in the framework of a German presidency training conference ('The European dimension to VET');
- a **publication** on international qualifications and intercultural competence;
- a **synthesis report** of studies carried out in different Member States on the long-term effects of transnational placements;
- practical material (e.g. guides, brochures, etc.) on how international qualifications can be strategically integrated into the in-company process of qualification and organisation development, including the role of the works councils;
- an **intermediate report** of a cohort study of young people participating in a 'European apprenticeship' (pursuing their training largely abroad);
- to develop a Web-based self-test report (a personal inventory) to assess one's 'international' employability and to test if one is sufficiently skilled or qualified for the next century (project 'Know Yourself').

Main target audience

- policy-makers, including the social partners at European and national level;
- researchers, heads of training institutions and departments, training counsellors, teachers and trainers.

Method

- a survey of SMEs (main study) in several Member States on 'The significance of international qualifications in intercultural competence';
- a survey of participants in exchange programmes in different Member States exploring 'long-term effects of mobility';
- a cohort study of young people pursuing their training largely abroad in the framework of a national 3-year apprenticeship;

- creating a network of 'transnational placement brokers'.

Dissemination

- the results of the research projects will be distributed by using the most appropriate means and through the CEDEFOP networks;
- publication of appropriate small summarising documents (brochures) for wider distribution (e.g. supplement to the European Journal (see 6.1), leaflet, brochure' etc.);
- opening of a 'Learn abroad information service' in the Electronic Training Village (see 6.3).

Contact: Norbert Wollschläger

3.3 SCENARIOS AND STRATEGIES FOR VOCATIONAL EDUCATION AND TRAINING

Priority

- the development of the European dimension to vocational training, including the preparation of workers for the Single Market and the forecasting of skill and qualification needs.

Aim

- to forecast alternative developments for vocational education and training systems and the elaboration of appropriate strategies;
- to advise politicians on the development of vocational training systems and their components, having particular regard to the European dimension;
- to develop diverse scenarios as a backdrop to devising various vocational training strategies having regard to the socio-economic developments in a number of Member States and accession countries;
- to submit proposals for initiatives of the Member States (governments and social partner organisations) and the European Union on the basis of the various scenarios to be assessed by stakeholders and experts;
- to contribute to the discussion between Member States, the accession countries of central and eastern Europe, the EU and the social partners on scenarios and their possible use for the development of instruments and strategies in the field of vocational training.

Expected outcome and timing

- on the basis of a 1998 interim report, it is envisaged to publish a report with a description of the scenarios and strategies;
- it is planned to publish a provocative summary discussion paper with recommendations following the first phase of the project, by the end of 1999.

Main target audience

- political decision-makers and stakeholders, including the social partners, at the Member State level and in the applicant countries.

Method

- the vocational training scenarios will be presented against the background of the economy/technology/ecology environment, the employment/society/labour-market environment and the training/vocational training/learning/culture environment, after being assessed by means of questionnaires (first phase to begin in 1998, second and final phase to be completed in the autumn of 1999);
- partner States from central and eastern European countries are involved in the project with financial support from the ETF;
- both country-specific and pan-European ascertainable trends will be presented.

Dissemination

- it is planned to hold a series of relatively small seminars in individual countries in order to provide information on the scenarios and/or to raise awareness of them, and a large conference (+/- 100 participants) could be held at the end of the year under the Finnish presidency;
- the results will be presented for discussion in one of the above mentioned forums.

Contact: Burkart Sellin, Manfred Tessaring

4. THEMATIC NETWORKS

In contrast to the project work, which is linked to specific priorities, CEDEFOP's two thematic networks cover the three priority themes in relation to particular topics. CEDEFOP has two thematic networks, one covering trends in occupations and qualifications, and the second covering the training of trainers. The thematic networks provide a means of contact with and between experts and researchers in their respective fields and of stimulating discussion and cooperation between their members at European level.

The networks are a rich source of expertise, providing valuable information and a means of transfering innovation and good practice. As a source of expertise, individual network members have knowledge of developments within their own countries. However, by working together within the network, they can carry out transnational and comparative surveys and analyses to provide information on major trends and developments at European level in their fields.

The expertise provided by the networks, therefore, can help to provide a context for the development of CEDEFOP's overall project activity, by pointing to specific issues that merit further examination and consideration, whilst at the same time providing information of value to specific projects. Discussions within the network facilitate the transfer of information, innovation and good practice as information on developments in the Member States is exchanged. However, the thematic networks also consider the results of CEDEFOP project work relevant to their field and can disseminate it through their own national contacts. The aims and activities of the two thematic networks are outlined below.

4.1 NETWORK ON TRENDS IN OCCUPATIONS AND QUALIFICATIONS

Aim

- to contribute, through increased research cooperation, to the analysis of trends, to observing innovative approaches (see 2.2) and to the elaboration of recommendations and conclusions for the development of policy;
- to follow-up work that has already been done by the network to identify major trends in the development of occupations and qualifications;
- to analyse how training provision has changed to respond to trends;
- to promote the development of training in line with the major challenges;

- to assist in the consolidation of research methods and approaches, which are being applied in various Community programmes and activities;

- to develop electronic networking to help to promote the transfer of research findings in particular fields.

Background
In 1998 a major reference publication was published summarising the results of the networks' work since 1995 and presenting results from parallel EU activities (for example projects under the Leonardo da Vinci programme on the anticipation of competences and qualifications, as well as research under the 'Targeted Social and Economic Research' (TSER) heading of the 4th Framework Research Programme). In 1999 the follow-up will be to identify major sub-themes and to consider new partnerships both within the network and by attracting new researchers and institutes. The working methods and organisation of the network will be assessed in the light of experience and adjusted in the light of the Centre's future priorities.

Activities
- to contribute to the preparation and dissemination of results of work on the anticipation of and trends in competences and qualifications carried out under the Leonardo da Vinci programme and other relevant research activities financed by DG XII under the TSER;

- to develop ideas on the future of the network, including the possibility of future work on comparative and benchmarking activities.

Timing and expected outcome
- publication of the report on 'European trends in occupations and qualifications', prepared in 1998, and organisation of a follow-up;

- a publication on **'Skill gaps in the EU'.**

Dissemination
- the CEDEFOP 'Electronic Training Village'(see 6.3) will be increasingly used to link researchers and to disseminate the results of their work more rapidly within the network in an interactive way.

Contact: Burkart Sellin, Tina Bertzeletou

4.2 TRAINING OF TRAINERS NETWORK

Aim
- to encourage transnational cooperation between organisations and institutes providing training for trainers within the European Community framework;

- to promote the transnational transfer of innovative practices particularly in the content of training, curricula, methods, didactics and teaching media. Special attention will be paid to promoting the dissemination of innovations which emerge from projects for the training of trainers, undertaken within the framework of the Leonardo da Vinci and the Socrates programmes;

- to encourage the flow of information between training institutes for trainers and the institutes and bodies responsible for vocational training policy for teachers and trainers;

- to contribute to creating 'centres of excellence' for the training of trainers with a view to supporting the projects which aim to improve the training of trainers.

Background
The Training of Trainers network (TTnet) is a network of national networks of around 250 organisations which specialise in the training of trainers. TTnet uses electronic communication, through the Internet, to provide for exchanges of selected information, particularly on innovation, to promote transnational cooperation between those involved in the training of trainers and to stimulate research in this area.

Activities
- setting up of an open and complete database of the national networks (Sweden, Finland, Denmark, Norway, Iceland);

- linking TTnet with other listed networks (in particular the network which will be set up in cooperation with the European Training Foundation, Turin);

- creation of synergies with a view to cooperation between TTnet and Community programmes, in particular Socrates and Leonardo da Vinci;

- preparation of basic documents and holding of workshops on themes linked to CEDEFOP's three priorities;

- seminars with the coordinators of the national networks;

- drawing up of a research plan including two secondary studies (thematic bibliographical studies) and capitalising on existing research as well as (comparative) studies on three themes which will be chosen at the seminar of national coordinators in December 1998.

4.2

Targeted outcome and timing

- production of a **CD-ROM** on the systems for the training of trainers in all the European countries;
- publication of the study reports and three workshops held in 1998.

Dissemination

- in collaboration with the network, an information campaign will be started. A link will be made with the result of the innovation transfer (see 2.2);
- the Electronic Training Village (see 6.3) will support effective links;
- both sides of the 'training industry' should be invited to disseminate the results on the network.

Contact: Duccio Guerra, Mara Brugia

5

Work Programme 1999

CEDEFOP

Exchange and dialogue: stimulating debate

5. INTRODUCTION

If the right decisions about the development of vocational education and training are to be taken to meet the demands of the future, informed debate and discussion is essential. CEDEFOP has developed a number of different opportunities to facilitate discussion of a wide range of vocational education and training issues, including the results of CEDEFOP project work.

The Study Visits programme has a strong link with the Member States and encourages exchanges of experience and information between experts of diverse backgrounds from different countries. The study visits programme is also stimulating discussion between EU Member States and the applicant countries, including those of central and eastern Europe.

To encourage a different type of discussion and to provide a greater exchange between the worlds of research and policy development, CEDEFOP has set up the 'Agora' Thessaloniki. Here the focus is much more on the identification of questions and issues from the perspective of CEDEFOP's partners. The intention is to stimulate research in areas of relevance for policy-makers, but also to make them much more aware of the contribution of research to different areas of vocational education and training.

In seeking to improve the service it provides to its partners, CEDEFOP will continue to develop links with the European Commission, the Member States and the social partners, by supporting them and providing information to support the dialogue and discussions in the various committees and other meetings held on vocational education and training. In addition, CEDEFOP will explore ways of improving contact and cooperation with other outside organisations.

CEDEFOP will support networking and research cooperation. It will also stimulate and support the dissemination of information about important comparative surveys on major vocational education and training issues. The ways in which CEDEFOP seeks to stimulate debate are outlined below in more detail.

5.1 THE STUDY VISITS PROGRAMME

Aim

- to stimulate exchanges of information on, and consideration of, key topics of common interest at European level to facilitate the implementation of European policies in the field of vocational training;

- to implement Strand III 3 b of the Leonardo da Vinci programme.

Main target audience
- vocational training specialists including policy-makers, researchers and public national or regional decision-makers, social partners at national and Community level, managers and planners of vocational training policies.

Background
The Community Study Visits programme has been managed by CEDEFOP on behalf of the European Commission since 1985. It currently accommodates Strand III 3 b of the Leonardo da Vinci programme (see Council Decision of 6 December 1994). Following the 1998 annual meeting held in Vienna (15-18 February 1998), the national liaison officers submitted a proposal to the members of the CEDEFOP Management Board with a view to trying out a different method for calls for proposals for three-day visits on specific subjects. The Management Board has authorised CEDEFOP to carry out this trial in the light of the criteria to attain the objectives of the programme more effectively. It is aware that this will have organisational implications for CEDEFOP. If, during the trial period, necessary adjustments (host country, languages, compliance with timetable) cannot be made, part of the 1999 grants will need to be reused subsequently or in another form. The 1999 programme outlined below is prepared in the light of this. The annual meeting of the national liaison officers in Helsinki (January 1999) will discuss ways to improve further the effectiveness of the programme, its links with other parts of our work and the increased use of electronic working methods.

Activities
- for the first half of 1999, 30 five-day visits on vocational training systems would run from March to June 1999 with a call for proposals in the second half of 1998 following the usual procedure;
  for the second half of 1999, 30 three-day visits on specific subjects would run from September to December 1999 with a call for proposals in the first half of 1999 following the Arion procedure. The 1999 workshop visits would be included in this stage. The specific subjects should be proposed and discussed by the national liaison officers in keeping with the general guidelines set by the Management Board in November 1998;

- Cyprus, the Czech Republic, Romania, Poland, and Slovakia are now full participants and they should organise one study visit in 1999.

Contact: Marie-Jeanne Maurage

5.2 'AGORA' THESSALONIKI

Aim
- to provide an opportunity for open debate on vocational education and training issues;

- to develop ways to facilitate the exchange of information and experience between the scientific world, governments and the social partners;

- to provide an opportunity to think about the problems and issues concerning vocational education and training;

- to stimulate scientists and researchers to identify and promote research into subjects of importance and relevance.

Activities
- three seminars/conferences on three of the following subjects: the assessment and identification of non-formal learning (see 1.3), working time and time for training, developments in the financing of vocational training in relation to changes in the labour market (see 2.4), promoting access to training through collective bargaining, skills and the information society (see 1.4) and European job profiles in majors sectors. The dates will take into account the organisational workload in the Study Visits programme (see 5.1).

Dissemination
- the materials produced by the work carried out in the framework of the Agora will be made available through the Electronic Training Village and, as appropriate, through articles in the European Journal (see 6.1);

- material will also be distributed, as appropriate, through the Study Visits programme (see 5.1).

Contact: Éric Fries Guggenheim

5.3 A PARTNER IN POLICY DEVELOPMENT

Aim
- to play an active role in disseminating information to contribute to stimulating debate amongst and between CEDEFOP's partners, i.e. the European Commission, the Member States and the social partners on the development of vocational education and training policy;

- to improve the quality of the service provided to the social partners who will be invited to define more clearly their demands from CEDEFOP;

- to strengthen reciprocal exchanges of information and cooperation with other European and international organisations.

Activities
CEDEFOP's partners

- to prepare notes on developments in the Member States to support the EU presidency country and the European Commission (DG XXII) for meetings of the Directors-General for Vocational Training (DGVT);
- to prepare high-quality reports, statistics and information, professionally prepared to support the various needs of the partners;
- to improve the quality of the CEDEFOP support role to the European Commission, the Member States, the social partners and the Management Board by encouraging them to define more specifically their information needs;
- to publish a report that outlines CEDEFOP's achievements, its present situation and the medium-term priorities concerning support for the social partners;
- to follow up and enhance the bilateral contact with the social partners on a sectoral level to launch projects in response to specific requests from the social partners;
- to prepare a paper for the German presidency analysing the integration of new technology into the learning system;
- to prepare a paper for the Finnish presidency on different models of arranging initial vocational education and training in the workplace - apprenticeship training, combinations of school-based learning and apprenticeship and other approaches;
- to initiate social partner networks on sectoral and regional level to facilitate the social partners' involvement in EU projects. One of the objectives is to prepare institutional instruments to facilitate the implementation of project ideas;
- to use the 'Agora' Thessaloniki and the Study Visits programme as arenas for the social dialogue with an ambition to define themes and target groups that provide for relevance and quality in the dialogue;
- to provide additional features in the Electronic Training Village to give the social partners access to CEDEFOP's publications and information, and also

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create a virtual meeting place for the social dialogue.

External links

- to develop action plans for cooperation with the OECD, the ILO and the ETF on issues concerning the social dialogue on training;
- to develop with Eurostat a database on vocational education and training drawing on data on vocational education and training collected through different surveys, such as the Labour Force Survey, Vocational Education and Training Data Collection and the Continuing Vocational Training Survey. Cooperation with Eurostat will also involve the preparation of a manual on the use of the new 'Classification of Vocational Training Fields', which will be part of the 'International Standard Classification of Education' (ICSED), developed by UNESCO;
- to hold discussions with the OECD and the ILO on exchanges of statistical data on vocational education and training as part of an overall effort to develop closer cooperation with them;
- to set up a cooperation programme with Eurydice;
- together with the OECD, the Commission, Eurydice and CEDEFOP would like to organise an all-embracing working conference on lifelong learning. This conference should provide a forum for the main players in this field to review the overall outcomes and developments since the Year of Lifelong Learning, 1996, and to draw up a checklist of the main challenges for the future.

Contact: Helge Halvorsen, Michael Adams, Steven Bainbridge

5.4 SUPPORT FOR RESEARCH COOPERATION

Aim

- to support vocational training research and development in the Member States;
- to observe the development of training networks among institutes and research bodies;
- to develop directories and databases that provide an overview of European research and a basis for research work;
- to discuss and evaluate available research in order to support decisions and suitable measures taken by the Member States, the European Commission and the social partners;
- to identify research gaps and to stimulate new research which serves to overcome skill gaps and the exclusion of workers;
- to foster cooperation between researchers, and between the research community, policy-makers and practitioners;
- development and support of the methodology of procedure and empirical basis of research activities, in order to improve their comparability on the European level;
- contribute to the transition of research activities to the new Leonardo da Vinci action programme for vocational education and training;
- promote vocational education and training research in the 5th Framework Research Programme;
- initiating and stimulating the flow and exchange of qualified information on research projects and activities carried out at national and Community level.

Background

Support for research cooperation to achieve the aims listed above, is divided into three specific activities, the European Research Directory, **'Coaching the networks' and the report on vocational education and training research in Europe**, which is published every two years (the first in 1998). All of these are ongoing activities which draw upon the expertise of people in different fields of vocational education and training research, including CEDEFOP experts.

Each of these activities is discussed in turn below:

Activity

- **The European Research Directory**

Expected outcomes and timing

- assessment of the earlier 4 editions and production of the 5th edition of the **European Research Directory** (ERD).

Main target audience

- researchers in the field of vocational training both at national and transnational level.

Method

- national networks coordinated and animated by national contacts will be set up to improve the quality of the information collected for the European Research Directory;
- the network of researchers will be widened.

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Dissemination

- the ERD will be distributed on CD-ROM and/or will be accessible through the CEDEFOP Electronic Training Village (see 6.3).

Contact: Barry Nyhan

Activity

- **Second report on vocational education and training research in Europe.**

Expected outcomes and timing

- a selected number of original reports on specific research fields, launched in 1998, will be evaluated and will be published;
- the second report to be published in 2000 (background report and synthesis report) is based on the contributions of experts (including CEDEFOP experts) in different research fields in all EU Member States as well as in the countries of central and eastern Europe, if available. This includes information on existing research as well as original analyses of research approaches and statistical data.

Main target audience

- policy-makers at national level to promote the research findings in their programmes; policy-makers at Community level to support the design of programmes and to ensure the comparability of research activities;
- experts in administrations and practitioners in federations and enterprises to transfer research results into practice;
- researchers and research institutions to improve cooperation and to have in mind the political relevance of their work.

Method

- the establishment of a reporting system using electronic communication facilities;
- a specific chapter on the developments in central and eastern European countries will be prepared in cooperation with the ETF;
- the project will be carried out in close cooperation with researchers, the European Commission and the Member States.

Dissemination

- printed versions of the first research report (synthesis report: '**Training for a changing society**' in German, English, French and Spanish and the background report in English) will be sold through

the sales offices for Official Publications of the EC;

- a CD-ROM version might be published and information will be made available on the internet. The research report will also be part of CEDEFOP's Electronic Training Village (see 6.3);
- meetings with experts and decision-makers will clarify the outcomes and the implications of vocational education and training research for policy and practice. In addition, contributions to periodicals and conferences to stimulate discussion and to disseminate the results will be prepared;
- the dissemination of the reporting series will be promoted through a publicity brochure and through information in periodicals at both the Community and the national level;
- the report and its results and conclusions will be presented in conferences, seminars and other activities.

Contact: Manfred Tessaring, Pascaline Descy

Activity
- **Coaching the networks**

Expected outcomes and timing
- a joint symposium in Spring 1999 in co-operation with the VETNET and FORUM networks;
- participation in the annual European Conference on Educational Research in Finland and the organisation of a post-conference workshop on transnational research;
- close co-operation between and synergy amongst major research networks which will help to provide overviews of developments;
- a discussion document on 'accompanying research' will look at ways of supporting the development of comparative vocational educational and training research, as well as ways of promoting synergy and contacts between transnational research projects and researchers, will be published in July 1999.

Main target audience
- researchers, research administrators (in the Commission services and in the Member States) and policy-makers and social partners involved in research policies.

Method
- close co-operation with the VETNET and FORUM networks;
- events and initiatives will be planned to link CEDEFOP projects and networks to European transnational research projects and to other research networks;
- co-opèration between CEDEFOP's research activities and national research networks (in particular in countries that are making preparations for EU presidency) will be developed;
- ways to link electronic databases for supporting research communication to CEDEFOP's Electronic Training Village (see 6.3) will be examined and the wider use of electronic media will be promoted;
- support for electronic communication on the new European Community action programme on vocational education and training in the "REM" and CORDIS networks.

Dissemination
- through events and other initiatives, and by the development of electronic communication the emphasis is on contact and dissemination between the researchers, research administrators and research policy-makers.

Contact: Pekka Kämäräinen, Barry Nyhan

Keeping people informed: information and dissemination

6. CEDEFOP'S INFORMATION AND COMMUNICATION POLICY

To improve the impact of its work and its role as a reference point for information on developments in vocational training policy and practice, CEDEFOP has developed an information and communication policy based upon its founding regulation, and its medium-term priorities (1997-2000).

Overall, CEDEFOP's information and communication policy will be to provide a balanced range of information services and publications that aim:

- to serve a wide audience comprising policy-makers, including social partners, researchers and practitioners at both European and national level by providing them with relevant information on key issues;
- to be distinctive, coherent and accessible, and which responds to the different information needs of a diverse audience;
- to increase the use of electronic publication and distribution methods;
- to draw from reliable sources that provide accurate and up-to-date information; and
- to be disseminated effectively through an approach that is coordinated with the information and communication activities of the European Commission and organisations in the Member States.

Each of these aims, and how they will be taken forward in 1999 is outlined below. CEDEFOP's information and communication policy can be found in detail in Annex III.

6.1 PERIODICALS

The European Journal for Vocational Training

Background
The European Journal aims to serve a wide target audience of policy-makers, researchers and practitioners throughout the EU, to be influential and relevant, promoting exchanges of experience while bringing a European perspective to the debate. It is published in 3 issues a year in English, French, German and Spanish.

This year will see a change in the Journal itself and in the working methods of its Editorial Committee. In ad-

dition it is hoped to conclude an agreement with the Portuguese authorities to produce a Portuguese version of the European Journal.

Activities

- to publish 3 issues of the Journal, (Nos 16/99, 17/99 and 18/99) in a new format which no longer treats a single item in each issue;
- to reorganise the Editorial Committee by setting up an 'editorial secretariat' responsible for commissioning and revising articles and for constructing issues of the Journal. The 'secretariat' will report to the Editorial Committee which, in addition to being part of the network for refereeing articles, will assess and provide feedback on each issue of the Journal, as well as setting out guidelines for its publication and development;
- to set up a specific room with access restricted only to members of the Editorial Committee in the Electronic Training Village (see 6.3) to provide access to the latest articles submitted for review, updates on publication, arrangements for meetings and the Journal's circulation and distribution;
- implement decentralised arrangements, agreed with the Portuguese authorities, to publish a Portuguese version of the European Journal.

CEDEFOP Info

Background

CEDEFOP Info provides information on current developments in the field of vocational education and training, presented in a newspaper format and available free of charge. It is printed 3 times a year in English, French and German.

Activities

- to publish CEDEFOP Info 1/99, 2/99 and 3/99.

Contact: for the European Journal:
Steven Bainbridge, Bernd Möhlmann

for the CEDEFOP Info:
Bernd Möhlmann, Michael Adams,
Eric Fries Guggenheim

6.2 LIBRARY AND DOCUMENTATION SERVICE

Aim

- to collect and disseminate information about vocational education and training in the EU, both from the Member States and European and international organisations;
- to provide an ongoing and accessible information service to the Centre's partners, clients and staff;
- to make selected data automatically accessible to a wider public, including individuals, particularly via the Electronic Training Village (see 6.3) and Internet;
- to exploit new software for information storage and retrieval;
- to provide a regular update on the latest developments in vocational education and training in the Member States and to prepare dossiers on specific themes related to CEDEFOP's work programme;
- to strengthen support for colleagues in their project work.

Expected outcome and timing

- a new edition of the **Thesaurus**;
- a bibliographical contribution to the CEDEFOP European Journal for Vocational Training and the CEDEFOP Info;
- continual additions to the bibliographical database;
- preparation of information material in support of projects and the 1999 EU Presidencies;
- short national reports on topics still to be decided;
- a **publication** on statutory instruments concerning vocational education and training.

Activities

- to organise and operate the documentary information network, in order to provide information on trends and developments in vocational education and training policy and practice;
- maintaining bibliographical databases, databases on institutions, paper files, CD-ROM, on-line information retrieval;
- to provide support and information for CEDEFOP's online services, particularly the European Training Village;
- compilation of information on conferences and seminars;
- collection and dissemination of information through the documentary information network;

- a further streamlining of the service including greater exploitation of new technologies;
- cooperation with Eurydice, the European Training Foundation, the ILO and Eurolib;
- preparation of bibliographical material for the Study Visits programme.

Contact: NN, Colin Mc Cullough

6.3 CEDEFOP's ELECTRONIC TRAINING VILLAGE (ETV) AND INTERNET SITE

Priority
- make increased use of electronic publication and distribution methods.

Aim
- to provide information tailored to the users' needs and to make access to that information easier;
- to structure access to information on VET that is contained in the databases of other organisations, such as Eurydice, the ETF, Unesco and Unevoc;
- to provide access to information on VET for CEDEFOP experts;
- to provide good-quality and up-to-date information.

Background
Since November 1996 CEDEFOP has been accessible on-line through its Internet site. It is available in English, French and German and it informs users of CEDEFOP's work. It had close to one million visitors in 1998.

In June 1998 the ETV went on-line. The ETV is distinct from the Internet site because it facilitates interactive communication. In certain cases information is restricted to specific groups - Management Board members, Study Visit national liaison officers, etc. It fosters on-line dialogue between CEDEFOP and outsiders and enables information to be selected and distributed according to the specific requests of users.

Activities
- organisation of electronic conferencing and 'on-line' working methods;
- expansion of the vocational training 'bookmarks' database on the World-Wide Web;
- promote the ETV presence amongst interested partners in the VET field and offer services to national networks working electronically in VET;

- provision of material by e-mail to village residents in their relevant fields of interest;
- introduction of more languages to the Internet site;
- place answers to the most frequently asked questions on the Internet site;
- compilation of a central CEDEFOP database of contacts;
- introduce methods of evaluation and feedback for users.

Contact: Colin Mc Cullough, Steven Bainbridge

6.4 TERMINOLOGY

Aim

- to maintain the CEDEFOP Glossary on Vocational Training Terminology currently available as a database on the CEDEFOP website;
- to use software to collect terminology and to prepare glossaries of terminology related to CEDEFOP projects;
- to promote cooperation with the European Training Foundation and especially the Translation Centre in Luxembourg on their glossary work and to provide support in the dissemination of the results achieved in 1998;
- to liaise with national institutes, European social partner organisations, interested in collaboration in terminology (e.g. Afpa, France);
- to ensure that the output of terminology work is accessible electronically in-house to library, documentation and VET experts through the Intranet.

Contact: Philippe Tissot

6.5 OTHER PROMOTIONAL ACTIVITIES

- to commission design work and guidelines which ensure a coherent corporate identity for CEDEFOP and ensure that the guidelines are followed;
- to compile an updated database of VET-related news outlets and journalists from all Member States and make local and EU-wide press contacts;
- to examine the possibility of setting up an information point to respond to queries and questions on vocational education and training;
- to develop a procedure to cooperate with the experts on publicity for their work;
- to formulate a policy for, and create a team to cover, CEDEFOP's presence at conferences and exhibitions;
- to set up a Reading Committee to improve the readability, accessibility and quality of CEDEFOP's publications, and define its tasks;
- to prepare new information and a publicity brochure, 'CEDEFOP in Brief' in 11 languages;
- to prepare publicity flyers for conferences and exhibitions;
- in conjunction with the Goethe Institut, the Institut français, and the British Council, CEDEFOP is to co-sponsor a series of lectures in Thessaloniki on globalisation and its implications for vocational education and training.

Contact: Ioanna Nezi

6.6 BRUSSELS OFFICE

The functions of the office to be developed during the year will include:

- contributing to a more effective exchange of information between CEDEFOP and the EU Institutions and programmes, in particular between the Centre, the European Commission services and the Leonardo da Vinci programme;
- contacting the Permanent Representations of the countries to hold the presidency in the coming 18 months to ensure that they are informed of CEDEFOP's products and of ongoing work relevant to the themes of their presidency;
- improving contacts with the Brussels-based headquarters of the social partners;
- providing a well-equipped 'host' for CEDEFOP staff and contacts on short visits to Brussels;
- acting as an initial contact point for those in or visiting Brussels seeking information concerning CEDEFOP's activities and products, particularly its publications;
- arranging, updating, and as appropriate staffing a permanent display of relevant CEDEFOP material in libraries and documentation centres of CEDEFOP's partners in Brussels: DG XXII, the

ETUC, UNICE and CEEP, other decision-makers including the European Parliament, the Economic and Social Committee, the Committee of the Regions, and other contacts, in particular DG V, DG XII and the Technical Assistance Office of the Leonardo da Vinci, Socrates, Europs (Youthreach and ADAPT) programmes;

- participating in meetings and other events in or near Brussels which are of interest and relevance to CEDEFOP's work, but for which it is not feasible to send a colleague from Thessaloniki;
- participation in meetings concerning 'Le Magazine' published by DG XXII of the European Commission;
- organising (with the support of the service in Thessaloniki) CEDEFOP's participation in selected exhibitions particularly in Brussels or the neighbouring area;
- assisting in organising CEDEFOP meetings in Brussels.

Contact: Michael Adams

ANNEX I

Medium-term priorities (1997-2000) :
CEDEFOP an active partner in policy and practice

The medium-term priorities for CEDEFOP activities for 1997-2000 have been approved by the Management Board to provide a multi-annual framework for the Centre's annual work programmes. In the light of the expected developments in vocational training policy at European level, three major themes have been identified. Each theme contains a number of specific priorities which will provide the focus of the Centre's work. The themes and priorities are outlined below.

1. Promoting competences and lifelong learning

Under this theme CEDEFOP monitors the development of the skills needed to provide a basis for lifelong learning in order to facilitate integration into the labour market and to enable people to adapt to its changing needs. CEDEFOP also monitors ways in which skills and qualifications are validated and certified. This work is carried out in close cooperation with the responsible bodies and the social partners and, where appropriate, at sector level and focuses on:

- identifying and encouraging the acquisition of core/key skills and qualifications;
- reporting developments in new occupations and job profiles in all areas of job growth;
- identifying new methods for the validation/certification of skills and qualifications, including those skills acquired through non-formal learning systems.

2. Monitoring developments in vocational education and training in the Member States

Under this theme, CEDEFOP monitors the key developments and report on trends in the vocational education and training systems of the Member States. This work focuses on:

- observing Member States' systems, arrangements and innovatory practices;
- contributing to the development of classifications for vocational training and indicators on the impact of training on growth, competitiveness, productivity, wages and employment;
- analysing the ways in which investment in people is promoted (including expenditure on training by gov-

ernments, enterprises and individuals, as well as the legal, administrative, financial and fiscal incentives);

- analysing the extent to which training supply meets training demand (including the extent to which training provision meets the needs of young people, adults, workers in small and medium-sized enterprises, temporary and part-time workers, as well as those at a disadvantage in the labour market, and how it contributes towards the development of equal opportunities);

- analysing the development of transnational partnerships and cooperation in vocational training (including transnational, public/private sector partnerships, the social partners, and relations between education and training establishments and enterprises);

- analysing the integration of new technology into learning systems.

3. Serving European mobility and exchanges

Under this theme, CEDEFOP monitors the ways in which vocational training can contribute towards the free movement of those undergoing training and of workers through:

- the development of the European dimension to vocational training, including the preparation of workers for the Single Market, including the forecasting of skill and qualification needs;

- improving the understanding of different certification systems, of the transparency of qualifications and of the barriers to the mutual recognition of qualifications;

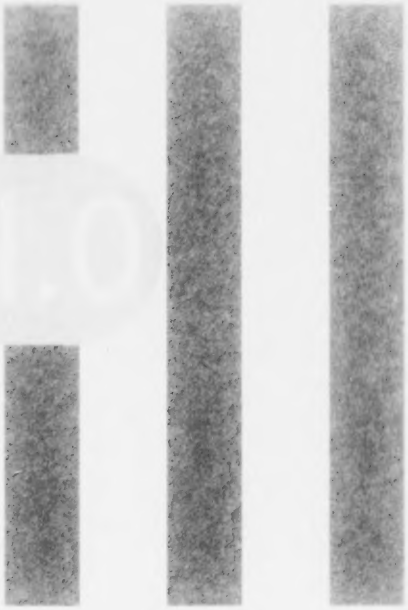
- encouraging the development of a European dimension to vocational guidance;

- contributing to the establishment of an information mechanism on all exchange/placement opportunities for young people and adults.

Annex II

Budget outline

	TITLE 3 CHAPTER 30 OPERATING EXPENDITURE	
Article/Item	Heading	
	CHAPTER 30	
300	**Establishment of operational documentation**	
3000	Documentation	290 000
3001	Computerisation	110 000
	Article 300 - Total	**400 000**
301	**Dissemination of information**	**1 159 000**
302	**Projects on the development and coordination of research work**	
3020	Meeting expenses	616 000
3021	Interpretation expenses	153 000
	Article 302 - Total	**769 000**
303	**Pilot studies and projects**	**1 180 000**
304	**Translation expenses**	**482 000**
305	**Management Board meetings**	**200 000**
306	**Programme of exchange visits by training specialists**	**1 200 000**
	CHAPTER 30 - TOTAL	**5 390 000**
	Title 3 - Total	**5 390 000**



Annexes

ANNEX III

CEDEFOP'S INFORMATION AND COMMUNICATION POLICY

Serving a wide audience comprising policy-makers, researchers and practitioners at both European and national level by providing relevant information on key issues.

To achieve this, CEDEFOP:

- will serve a wide audience, whilst tailoring the information provided to meet different needs, focusing upon the issues in its medium-term priorities;
- will select the best way to publish information and make sure that our high-quality material reaches our partners and clients in an accessible way. Fewer but better and better targeted publications remains important;
- will involve members of the Management Board in CEDEFOP activities.

Distinctive, coherent and accessible information services and publications, which respond to the different information needs of a diverse audience.

To achieve this, CEDEFOP:

- will have three distinct types of non-periodical publications:

a) reference publications, which will be distinct individual publications for sale;

b) the 'Panorama' series, which will be free and consist of, for example, summaries of project results, or discussion papers to stimulate debate in specific areas. Reports in the 'Panorama' series will be published in at least two languages, with summaries, as appropriate, in at least three languages. Consideration will be given to publication of titles in the 'Panorama' series in other languages on a case-by-case basis;

c) CEDEFOP 'Dossiers', which will be collections of papers or fiches on particular topics. They will generally be available in one or two languages, according to needs.

- will have two periodicals:

a) the European Journal for Vocational Training, and

b) CEDEFOP Info.

CEDEFOP will:

- pay close attention to the presentation, structure the CEDEFOP logo;
- make its database more flexible and able to respond rapidly to queries ranging from ad hoc requests for information, to support for detailed dossiers. Bibliographical information will be made available in the ETV and on Internet. Parts of the Internet site will be available in all official EU languages.

Increasing the use of electronic publication and distribution methods.

To achieve this CEDEFOP will:

- promote the use of its Electronic Training Village as an information and contact point for vocational education and training specialists;
- use its Internet site as a general information and contact point and consider ways in which to incorporate more languages to widen its accessibility and appeal;
- use CD-ROM for more of its publications.

Drawing on reliable sources that provide accurate, relevant and up-to-date information

To achieve this CEDEFOP will:

- re-organise the operation and funding of its networks;
- develop closer cooperation with the European Training Foundation and other information providers such as Eurydice;
- continue to work closely with Eurostat, the OECD, and the ILO to exploit effectively available statistical data on vocational education and training.

The effective dissemination of information services and publications, in coordination with the information and communication activities of the European Commission and organisations in the Member States.

To achieve this CEDEFOP will:

- disseminate the results of each project in a predefined and pro-active way;
- analyse very critically the best way of publication and develop a systematic approach to the evaluation of dissemination activities (for example, assessments of reports, readership surveys, and sales statistics);
- assess its renewed links with the Office for Official Publications in Luxembourg on a more integrated approach to distribution, sales and marketing;
- conduct experiments in price, marketing and combined campaigns in order to promote distribution and to prepare future policy in this area;
- involve its networks more closely in the dissemination of the results of CEDEFOP projects;
- develop closer links with sales and distribution points in the Member States with a view to creating greater awareness of the information available and encouraging wider dissemination;
- use some of the workshops and seminars in the Study Visits programme to draw upon the outcomes of CEDEFOP activities;
- continue to work closely with members of the Management Board;
- coordinate closely its information activities with those of the European Commission (DG XXII) through its Brussels office;
- discuss with representatives in Germany and Finland the scope for cooperation with CEDEFOP during their presidencies.

IV

IV.0

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Annex IV

Cooperation with the European Training Foundation (ETF)

Below is a list of those projects led by CEDEFOP where the ETF is actively involved. The type of co-operation is also highlighted.

1.1 KEY QUALIFICATIONS AND CURRICULAR RENEWAL OF VOCATIONAL EDUCATION AND TRAINING

Information will be exchanged with the ETF project on 'core skills', which aims to promote the development of key qualifications in central and eastern Europe.

1.2 LEARNING IN SMALL AND MEDIUM-SIZED ENTERPRISES

Information is being exchanged with the ETF project on 'Integration of work and learning'.

2.1 DESCRIPTIONS OF THE VOCATIONAL EDUCATION AND TRAINING SYSTEMS IN EU AND EEA MEMBER STATES

In cooperation with Eurydice, CEDEFOP is updating the publication 'Structures of the Education and Training Systems'. The ETF will provide information on training in the CEEC to be included in this publication.

2.3 KEY DATA ON VOCATIONAL TRAINING

The ETF will cooperate with CEDEFOP on various aspects of the development of statistical data, and in particular on the publication of the next 'Key Data'.

3.1 TRANSPARENCY OF QUALIFICATIONS

The ETF will participate, as appropriate, in meetings of the European Forum on the Transparency of Qualifications, being set up by the European Commission and CEDEFOP.

3.3 SCENARIOS AND STRATEGIES FOR VOCATIONAL EDUCATION AND TRAINING

Partner States from central and eastern European countries are involved in the project with financial support from the ETF.

5.3 A PARTNER IN POLICY DEVELOPMENT

CEDEFOP will be working with the ETF, as well as the OECD and the ILO on issues concerning the social dialogue on training.

5.4 SUPPORT FOR RESEARCH COOPERATION

A specific chapter on the developments in central and eastern European countries, to be included in the next report, will be prepared in cooperation with the ETF.

6.3 CEDEFOP's ELECTRONIC TRAINING VILLAGE (ETV) AND INTERNET SITE

CEDEFOP and the ETF are exploring ways of providing structured access to information on VET contained in their databases.

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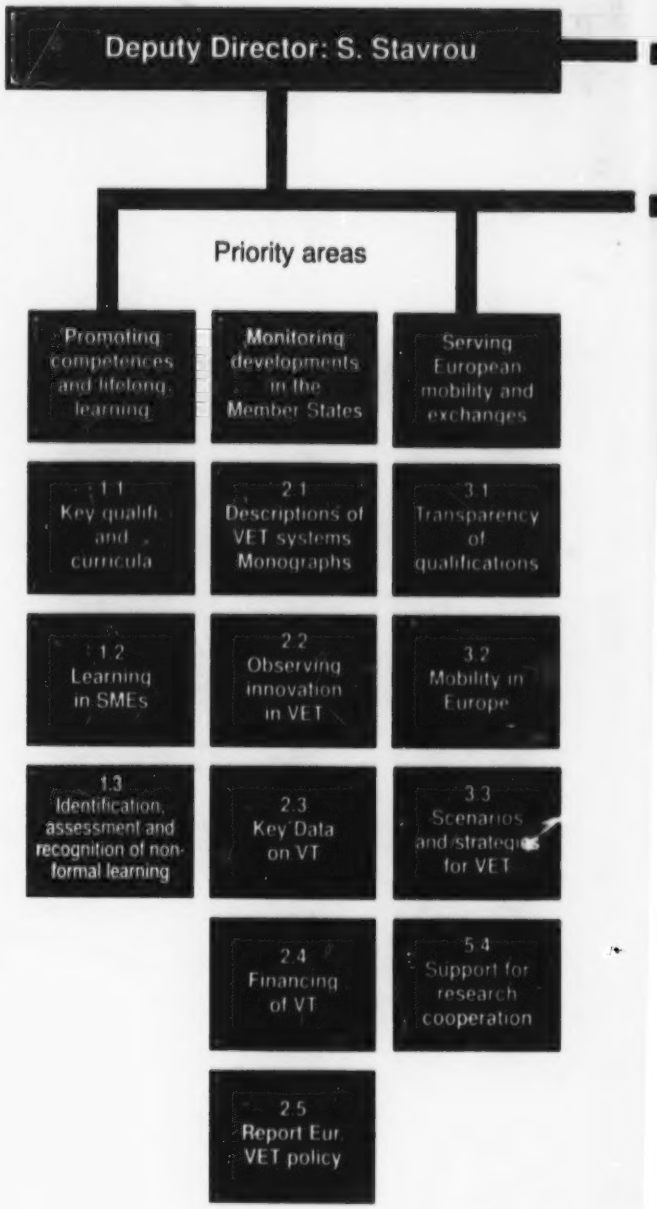
Deputy Director: S. Stavrou
Priority areas
Promoting competences and lifelong learning
Monitoring developments in the Member States
Serving European mobility and exchanges
1.1 Key qualifi and curricula
2.1 Descriptions of VET systems Monographs
3.1 Transparency of qualifications
1.2 Learning in SMEs
2.2 Observing innovation in VET
3.2 Mobility in Europe
1.3 Identification, assessment and recognition of non-formal learning
2.3 Key Data on VT
3.3 Scenarios and strategi for VET
2.4 Financing of VT
5.4 Support for research cooperation
2.5 Report Eur. VET policy

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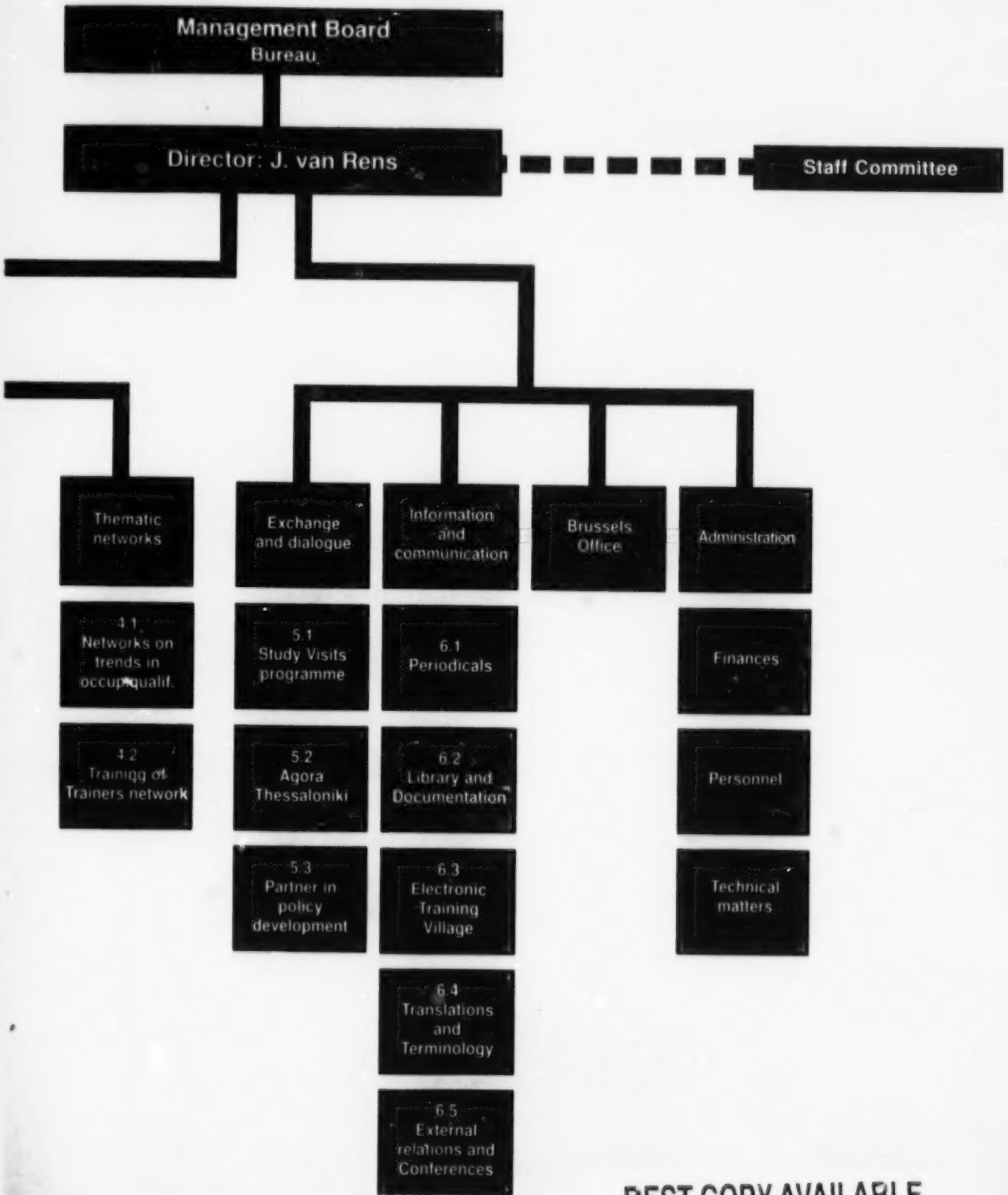
Annex V



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CEDEFOP
European Centre for the Development of Vocational Training

Marinou Antipa 12, GR-57001 Thessaloniki
Postal address:
P.O.B. 27 - Finikas, GR-55102 Thessaloniki
Tel.: (30-31) 49 01 11 Fax: (30-31) 49 01 02
E-mail: info@cedefop.gr
Internet: www.cedefop.gr Interactive: www.trainingvillage.gr

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